

ANDREWS HIGH
12890 County Line Road
Andrews, South Carolina 29510

GRADES 9-12 High School

ENROLLMENT 805 Students

PRINCIPAL Michelle Staggers 843-264-3414

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	7	2	3	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Good	Good	N/A
2003	Good	Average	No
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	72.7	N/A	N/A	70.7	N/A	N/A
Passed 1 subtest	12.6	N/A	N/A	15.3	N/A	N/A
Passed no subtests	14.8	N/A	N/A	14.7	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	96.6%	95.0%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	5.5	7.7
Seniors who met the SAT/ACT requirement	5.5	8.1
Seniors who met the grade point average	37.9	41.1

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	151	135
Number of Diplomas	121	99
Rate	80.1%	75.5%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	146	96.6	145	5.5	151	80.1	YES
Gender							
Male	59	94.9	59	5.1	61	72.1	N/A
Female	87	97.7	86	5.8	90	85.6	N/A
Racial/Ethnic Group							
White	66	98.5	58	10.3	64	84.4	N/A
African-American	79	94.9	85	2.4	86	76.7	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	1	I/S	2	I/S	1	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	139	96.4	138	5.8	136	85.3	N/A
Disabilities other than speech	7	100.0	7	0.0	15	33.3	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	146	96.6	145	5.5	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	1	I/S	3	I/S	1	I/S	N/A
Non-Limited English Proficient	145	96.6	142	5.6	148	81.1	N/A
Socio-Economic Status							
Subsidized meals	60	95.0	69	0.0	86	74.4	N/A
Full-pay meals	86	97.7	76	10.5	65	87.7	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	185	98.9	15.6	30.2	36.9	17.3	61.5	YES	YES
Gender									
Male	89	98.9	20.7	35.6	29.9	13.8	56.3	N/A	N/A
Female	96	99.0	10.9	25.0	43.5	20.7	66.3	N/A	N/A
Racial/Ethnic Group									
White	78	98.7	11.8	25.0	35.5	27.6	69.7	YES	YES
African-American	101	99.0	17.3	35.7	36.7	10.2	55.1	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	163	98.8	7.0	31.2	42.0	19.7	70.1	N/A	N/A
Disabled	22	100.0	77.3	22.7	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	185	98.9	15.6	30.2	36.9	17.3	61.5	N/A	N/A
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	182	98.9	14.7	30.5	37.3	17.5	62.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	100	98.0	22.1	29.5	32.6	15.8	54.7	YES	YES
Full-pay meals	85	100.0	8.3	31.0	41.7	19.0	69.0	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	185	98.4	24.7	34.8	27.5	12.9	51.7	YES	YES
Gender									
Male	89	98.9	28.7	34.5	25.3	11.5	51.7	N/A	N/A
Female	96	97.9	20.9	35.2	29.7	14.3	51.6	N/A	N/A
Racial/Ethnic Group									
White	78	98.7	19.7	31.6	27.6	21.1	60.5	YES	YES
African-American	101	98.0	26.8	38.1	27.8	7.2	46.4	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	163	98.2	14.7	39.1	31.4	14.7	59.0	N/A	N/A
Disabled	22	100.0	95.5	4.5	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	185	98.4	24.7	34.8	27.5	12.9	51.7	N/A	N/A
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	182	98.4	23.9	35.2	27.8	13.1	52.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	100	97.0	30.9	29.8	27.7	11.7	48.9	YES	YES
Full-pay meals	85	100.0	17.9	40.5	27.4	14.3	54.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 805)

Retention rate	9.4%	Up from 0.3%	9.4%	9.1%
Attendance rate	95.8%	Down from 97.3%	95.9%	96.0%
Eligible for gifted and talented	0.0%	No change	5.6%	5.8%
With disabilities other than speech	13.1%	Up from 12.3%	13.3%	12.7%
Older than usual for grade	14.3%	Up from 12.9%	12.2%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 7.0%	0.9%	1.6%
Enrolled in AP/IB programs	3.3%	Down from 4.4%	8.6%	10.2%
Successful on AP/IB exams	N/AV		45.5%	53.8%
Annual dropout rate	2.1%	Down from 3.2%	2.7%	2.7%
Career/technology students in co-curricular organizations	23.8%	Down from 31.2%	6.7%	3.6%
Enrollment in career/technology center courses	656	Up from 314	364	466
Students participating in worked-based experiences	8.1%	Up from 2.2%	21.1%	25.7%
Career/technology students mastering core competencies	80.8%	Down from 84.1%	76.2%	77.7%
Career/technology completers placed	98.7%	Up from 98.6%	98.7%	99.3%

Teachers (n= 49)

Teachers with advanced degrees	44.9%	Up from 37.5%	47.3%	52.0%
Continuing contract teachers	79.6%	Down from 83.3%	81.5%	82.1%
Highly qualified teachers**	84.6%	N/A	90.0%	89.5%
Teachers with emergency or provisional certificates	11.4%		9.5%	8.6%
Teachers returning from previous year	89.7%	Up from 87.7%	82.5%	86.2%
Teacher attendance rate	94.6%	Up from 93.9%	95.3%	95.3%
Average teacher salary	\$40,289	Up 4.9%	\$39,497	\$41,060
Prof. development days/teacher	6.7 days	No change	10.7 days	10.6 days

School

Principal's years at school	12.0	Up from 11.0	3.0	3.0
Student-teacher ratio in core subjects	29.0 to 1	Up from 23.1 to 1	23.9 to 1	26.4 to 1
Prime instructional time	89.4%	Down from 89.8%	89.5%	90.0%
Dollars spent per pupil*	\$6,729	Down 29.2%	\$6,729	\$6,310
Percent of expenditures for teacher salaries*	52.0%	Down from 53.6%	57.1%	57.9%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	99.0%	Up from 94.8%	92.3%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Andrews High School is a comprehensive high school that serves a widespread rural, geographic area. It has a relatively stable population that is 42% white, 56% African American, and 2% Hispanic. Andrews High School operates on a 4x4 block schedule, which allows students to earn up to eight Carnegie units per year. Our focus is on offering a broad-based curriculum. Increased opportunities for career exploration for all students are provided in all areas through various activities. Teachers use innovative instructional practices to meet curriculum standards.

Throughout the year, many opportunities are provided for better school and community relations. Examples of these are: orientation for freshmen and new students; Open House; School Improvement Council; School-to-Work activities; parent report card pick-up; community resources persons; and field studies.

Teachers are provided many staff development opportunities. Emphasis is being placed on participation in activities that promote improved instructional planning and delivery. Staff development focused on a "Literacy for Life" program designed to increase student achievement by teachers working collaboratively.

The "Project Success" program was successful in reducing dropouts and helping students achieve their GED while in a high school setting. Extended-day opportunities were provided for extra assistance in core classes. Academic competitions stimulated student interest and achievement.

Andrews High School's recognition for students and staff includes: Teacher of the Year, Vicki Scott; Superintendent Art Awards; The Voice, our school newspaper which received state and national awards; and students who attended competitions in vocational education and received state and national awards. The Andrews High School athletic department continued to achieve success during the 2003-2004 school year. The varsity girls' basketball team finished the season as AA Lower State Champions. The boys' track and field team made school history by being named AA State Champions. The varsity volleyball, junior varsity and varsity boys' basketball, girls' junior varsity basketball, and the varsity girls' track and field teams finished their seasons as Region VII AA Champions. The girls' track and field team also finished sixth overall at the State AA Meet. Emphasis was placed on the arts through school-wide activities. Plans are to enhance students' cultural awareness by developing a yearlong program featuring arts in all curricular areas. Andrews High School received an overall rating of "good" by the State Department of Education.

Rene' C. King, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	120	31
Percent satisfied with learning environment	80.5%	68.4%	67.7%
Percent satisfied with social and physical environment	80.5%	68.4%	80.6%
Percent satisfied with home-school relations	50.0%	73.0%	64.5%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.